

Your report of the Bradford Teachers' Conference
 which was extremely interesting ~~to~~ & gave
 me a great deal of pleasure. It is a good
 to know that Authorities & Teachers are
 able to hear off ^{from} learning the seed could
 have been ~~planted~~ ^{planted} in no better soil
 all this is due to you!

The points raised are important:
 1. Books. The new programme as you
 point leads out towards the end of term
 with the Bi. Glend. papers in order that the book
 may be ready to begin the next term.
 There may be ^{any} difficulty & delay in ~~starting~~
 schools joining the R.U.S. as they probably don't
 order yet. Then books from the R.U.S. office.
 Once they have joined, a little delay in getting

Many of these lesser books are
 typical with regard either to the lesson
 or to some national movement & the
 programme would lose their purpose
 if they were omitted.

liberal programming for all.

But does it work? ~~Quite admirably~~,
I have had a large No. of letters papers
sent up because they have had the kind
thought of sending extra papers (with
examiner or reporter on) for preparation.

The process seems to have been covered
satisfactorily in every case (so far as
the best questions go), & every child has
done intelligent work. ~~The educational~~
educational authorities who have
seen ~~one or two~~ specimens after
inspecting that work of the ~~last~~ ^{last} year
before have brought to their notice!
They seem to think it has been produced
by a sort of white magic rather than
by the observance of a few laws of
reason which ^{in the case of our schools} ~~have~~ ^{been followed} ~~carefully~~.
I should like to say a word about the
admirable writing & spelling which
is the feature of ~~some of the~~ ^{many of the} papers.
One word about the story books, novel books,
&c.

variations. They are not only a test but a record, perhaps an indelible record of amount of the knowledge ^{acquired} during the term. Therefore, the work of clock taking has much educational value.

I am sorry to hear of a "strain". One of our objects in this method is to ^{absorb} ~~absorb~~ all strains. When all pay perfect attention (which there do) there is no more strain than in natural breathing; strain comes in when we have to whip up our attention!

In the same way we find that the strenuousness are a delight. The children show no trace of fatigue because they know their work quite well. The teacher organizes so well that perhaps it may be of use to throw out a hint or two which they will ^{make} use of, not as they think well.

The children who are able to write present insuperable no difficulty, but I can see that an extensive strain for I would like a perfect strain on the line. But it is only muscle that in the lower line. But one

Though you are familiar enough with them
 up to the home education series, I hope the
 the new pamphlet on "School Education",
 may draw up a few of the points which you
 will, I think, make head-way by setting
 as discoveries; because everyone knows
~~the~~ value how important it is that children
 should read just books, but perhaps we
 do not know the secret of how to get any good
 books read & known in school hours.

We recognize that children have ^{naturally}
 astonishing power of attention:

That they attend to what appeals to them,
 that is, to whatever offers the nourishment
 their mind requires:

That ~~our~~ mind requires a "mixed diet",
 therefore they should have a varied, liberal,
 curriculum.

That mind does not assimilate facts
 (though there may be assimilated) but requires
 its proper "diet" - the known - literary form.
 Hence school books should have some literary
 value.

That last words since become prevalent in

"Children taught in ^{any} way
 with good results ^{but} ~~not~~ ^{they} ~~as yet~~ ^{will}
 on one condition; - that so soon as
 they can read, they read their own
 books for themselves. The kindness
 of his teacher in reading his lesson
 to a child ^{who can read} ~~materially~~ ^{results in}
 bad spelling.

On the Report of the
Bradford Teacher
Committee
